



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2022 Fall Plenary Session Resolutions

For Discussion

Thursday, November 3, 2022

Resolutions Committee

Michelle Velasquez Bean, ASCCC Resolutions Chair

Juan Arzola, ASCCC Resolutions Second Chair

Kim Dozier, College of the Desert, Area D

Peter Fulks, Cerro Coso College, Area A

Mark Edward Osea, Mendocino College, Area B

Michael Stewart, Calbright College, Area A

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held on November 5, 2022, in Sacramento, CA.

PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area meetings for review.
- Amendments and new pre-session resolutions are generated in the Area meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee using the online form before the posted deadlines each day.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The resolutions are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources and appendices are available on the [ASCCC website](#).

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the plenary session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted during the plenary session are marked with #

- *01.02 F22 Development of Noncredit Resources and Inclusion into ASCCC Strategic Planning
- *+02.02 F22 Updating the ASCCC Paper Effective Practices in Accreditation
- *+03.01 F22 Advancing IDEAA in Guided Pathways
- *04.01 F22 General Education in the California Community College System Resources
- *+04.02 F22 Proactive Planning and Support for Articulation and Counseling
- *07.02 F22 Support Revisions to Lower Division General Education Requirements for California Community College Baccalaureate Degrees
- *07.04 F22 Establishing an Effective and Sustainable Zero Textbook Cost Program
- *+07.08 F22 Establishing Consistent Definitions for Course Resources
- *+07.09 F22 Clarify Components of XB12, the Instructional-Material-Cost Section-Level Data Element
- *+07.10 F22 Title 5 Regulations Governing Catalog Rights
- *+07.11 F22 Determining When Pre-transfer English and Mathematics Meets the Needs of a Defined Student Population
- *+07.12 F22 Re-evaluating the California Promise Grant Regulations regarding Probation, Dismissal, and Denial
- *09.01 F22 Removing Barriers to the Adoption of Open Educational Resources
- *+13.01 F22 Prioritize Countering the Effects of Learning Disruption with COVID-19 Recovery Block Grant
- *+13.02 F22 Updating Codes of Conduct to Support Safe and Welcoming Classrooms and Learning Spaces in a Politically Charged Climate
- *15.01 F22 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC
- *+15.02 F22 Options for Transfer Students Enrolled Prior to the Implementation of CalGETC
- *+15.03 F22 Local Academic Senate Proposals for Transfer Model Curriculum for Associate Degrees for Transfer
- *+15.04 F22 Establish an Equitable California State University General Education Breadth (CSU GE-B) Ethnic Studies Area F Review Process
- *17.02 F22 Textbook Automatic Billing Concerns

*+17.03 F22 Using Zero Textbook Cost Funds to Support an Open Educational Resource/Zero Textbook Costs Faculty Coordinator

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1.0 Academic Senate

01.01 F22 Adopt the Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism¹

Whereas, The Academic Senate for California Community Colleges (ASCCC) delegates passed Resolution S22 01.02² Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement, which directed the ASCCC to "update its vision, mission, and values statements to include anti-racism for consideration by the delegates at the Fall 2022 Plenary session"; and

Whereas, The Academic Senate for California Community Colleges Executive Committee grounds its work in the tenets and principles of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA);

Resolved, That the Academic Senate for California Community Colleges (ASCCC) adopt the ASCCC mission, vision, and values statements that include anti-racism.³

Contact: Virginia "Ginni" May, Executive Committee

*01.02 F22 Development of Noncredit Resources and Inclusion into ASCCC Strategic Planning

Whereas, Noncredit instruction serves as an integral part of current and future student success for the 114,000+ noncredit students in the California Community Colleges⁴ and is foundational to current inclusion, diversity, equity, antiracism, and accessibility efforts;

Whereas, Resolution S18 7.03⁵ asked for noncredit education to be included in statewide initiatives and all local planning and Resolution F20 13.02⁶ called for equitable noncredit distance education attendance procedures; and

¹ Proposed mission, vision, and values statements can be found on the ACCC webpage at <https://asccc.org/sites/default/files/2022-10/ASCCC%20Values%20Statement%20Draft.pdf>.

² Resolution S22 01.02 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement: <https://www.asccc.org/resolutions/adding-anti-racism-academic-senate-california-community-colleges-vision-statement>.

³ Proposed mission, vision, and values statements can be found on the ASCCC webpage at <https://asccc.org/sites/default/files/2022-10/ASCCC%20Values%20Statement%20Draft.pdf>.

⁴ California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. Education Status Summary Report Spring 2022 Noncredit Student Count. Retrieved September 6, 2022, from https://datamart.cccco.edu/Students/Education_Status_Summary.aspx.

⁵ Resolution S18 7.03 Including Noncredit in All Student Success Statewide Initiatives: <https://asccc.org/resolutions/including-noncredit-all-student-success-statewide-initiatives>.

⁶ Resolution F20 13.02 Noncredit Distance Education Attendance Collection Procedures for Open-Entry/Exit Courses: <https://asccc.org/resolutions/noncredit-distance-education-attendance-collection-procedures-open-entryexit-courses>.

Whereas, The Academic Senate for California Community Colleges has supported nine recommendations to the Board of Governors and six recommendations to local academic senates in the paper “Noncredit Instruction: Opportunity and Challenge”⁷ updated in 2019, as a call to ensure equitable funding, services, and programming for noncredit student populations;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) support the future of noncredit education through advocacy by including clear strategic outcomes and measurable goals into the ASCCC’s strategic plan; and

Resolved, That the Academic Senate for California Community Colleges develop a toolkit or resources to educate and encourage local academic senates to incorporate noncredit education as a component of college program offerings and student support services.

Contact: Leticia Barajas, East Los Angeles College, Noncredit, Pre-transfer, and Continuing Education Committee

+01.03 F22 Honoring Mayra Cruz with Senator Emeritus Status

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Mayra Cruz has satisfied those requirements as a faculty member of the California Community Colleges, as her service includes three years on ASCCC Executive Committee, six years as the De Anza Academic Senate President, two years as the Foothill De Anza District Academic Senate President, three years as Career and Technical Education Faculty Liaison, and many years as a member of numerous ASCCC and Foothill De Anza Community College District committees, collectively well exceeding the required five years of significant service to the ASCCC;

Whereas, Mayra Cruz bravely and brilliantly represented the faculty voice leading the way in anti-racism and diversification work in multiple committees and task forces, such as the California Community Colleges Chancellor’s Office Diversity, Equity, Inclusion Workgroup, the Equal Employment Opportunity Committee, the Academic Senate for California Community Colleges Equity and Diversity Action Committee, and California Community College Curriculum Committee (5C), in addition to spearheading regional faculty diversification meetings and the writing of many equity-minded *Rostrum* articles and the writing of the ASCCC Anti-racism Education in the California Community Colleges paper and the Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges paper, and, in mentoring and unconditionally giving her love, support, and wisdom to many faculty, students, and staff throughout California and nationally, is considered by many as the ultimate equity elder who leads with cultural humility;

⁷ Noncredit Instruction: Opportunity and Challenge (2019):
https://www.asccc.org/sites/default/files/Noncredit_Instruction.pdf.

Whereas, Mayra Cruz has spent over 32 years advancing her academic discipline of early childhood education, in her service on several statewide and local level early childhood education groups and nonprofit organizations, as well as in her seven years as De Anza College Child Development Department Chair;

Whereas, Mayra Cruz was a leader in fostering civic engagement and student agency and voice in the California community colleges in her time as the founding co-director of the Vasconcellos Institute for Democracy in Action (VIDA), formerly known as the Institute for Community and Civic Engagement (ICCE) at De Anza College, and she continues to impact civic and community leadership in the Latinx and Asian American Pacific Islander communities of the Silicon Valley area in her role as faculty for the Asian Pacific American Leadership Institute (APALI) Civic Leadership Program;

Resolved, That the Academic Senate for California Community Colleges recognize Mayra Cruz' extraordinary and distinguished service by awarding her the status of Senator Emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Mayra Cruz its heartfelt congratulations on her retirement and wish her every happiness and many joyous years of sunny beach time in her beloved Puerto Rico and elsewhere, dancing and enjoying music and time with her family and many friends.

Contact: Karen Chow, Executive Committee, Area B

+01.04 F22 Alternating Area Meeting Days

Whereas, The Academic Senate for California Community Colleges Area A and Area B meetings have been consistently held on a Friday, and the Area C and Area D meetings have been consistently held on a Saturday; and

Whereas, Saturday is often outside of the traditional work week;

Resolved, That the Academic Senate for California Community Colleges, beginning with the spring 2023 term, hold the Area C and Area D meetings on a Friday and hold the Area A and Area B meetings on a Saturday every spring term; and

Resolved, That the Academic Senate for California Community Colleges, beginning with the fall 2023 term, hold the Area C and Area D meetings on a Saturday and hold the Area A and Area B meetings on a Friday every fall term.

Contact: Pablo Marin, Miramar College, Area D

+01.05 F22 Recognition of Caucus Appointed Delegates

Whereas, The Academic Senate for California Community Colleges serves as "the official voice of California community college faculty in academic and professional matters" and part of its mission is "to include diverse faculty, perspectives, and experiences that represent our student populations";

Whereas, The Academic Senate for California Community Colleges caucuses were established to “form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters”;

Whereas, The Academic Senate for California Community Colleges' resolutions process provides a formal use of resolutions to identify and record the will of academic senates of the California community colleges and are presented and voted upon by delegates representing their colleges, which gives faculty the opportunity to make the most direct and significant impact on statewide-level issues; and

Whereas, Extending voting rights to the Academic Senate for California Community Colleges caucuses will lead to stronger participation and input from faculty representing diverse experiences and perspectives;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) amend its bylaws to allow for ASCCC caucuses to appoint a delegate with full voting privileges at the fall and spring plenary sessions; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the ASCCC caucuses, who will identify their delegate by writing a letter of support signed by active caucus members and documenting this support in the caucus meeting minutes.

Contact: Bethany Tasaka, San Bernardino Valley College, Area D

2.0 Accreditation

02.01 F22 Advocating for the Retention of a Library and Learning Resources and Support Services Substandard to the Accrediting Commission for Community and Junior Colleges 2024 Revised Accreditation Standards

Whereas, The Accrediting Commission for Community and Junior College’s (ACCJC) Accreditation Standards are meant to guide institutions in the process of continual assessment and improvement of all programs and services;

Whereas, In the 2024 Draft Accreditation Standards (as of August 30, 2022),⁸ a specific substandard relating to Library and Learning Support Services has not been included;

Whereas, The Academic Senate for California Community Colleges passed Resolution F13 02.05⁹ in support of retaining the “Library and Learning Support Services” substandard in the Accrediting Commission for Community and Junior Colleges 2014 Accreditation Standards; and

Whereas, Minimum standards for support of library resources and services are critical to meeting student learning needs and an integral part of a high-quality education;

⁸ ACCJC 2024 Draft Accreditation Standards located at <https://accjc.org/wp-content/uploads/Draft-Standards-Fall2022.pdf>.

⁹ Resolution F13 02.05 Responding to Draft ACCJC Accreditation Standards as They Relate to Libraries and Learning Support Services: <https://www.asccc.org/resolutions/responding-draft-accjc-accreditation-standards-they-relate-libraries-and-learning>.

Resolved, That the Academic Senate for California Community Colleges advocate for the inclusion of a substandard on “Library and Learning Support Services” in the Accrediting Commission for Community and Junior Colleges’ 2024 Accreditation Standards (as of August 30, 2022).

Contact: Nghiem Thai, Merritt College, Accreditation Committee

***+02.02 F22 Updating the ASCCC Paper Effective Practices in Accreditation**

Whereas, The Accrediting Commission for Community and Junior Colleges is conducting review of the Draft 2024 Accreditation Standards¹⁰ and soliciting feedback from the field;

Whereas, Significant changes in the Accrediting Commission for Community and Junior Colleges administration, policies, and procedures have occurred since the adoption of the 2014 Accreditation Standards¹¹;

Whereas, The Academic Senate for California Community Colleges adopted the paper "Effective Practices in Accreditation: A Guide for Faculty"¹² through Resolution F15 02.01; and

Whereas, Faculty need continued guidance on effective practices for accreditation compliance in light of the aforementioned changes;

Resolved, That the Academic Senate for California Community Colleges revise the paper "Effective Practices in Accreditation: A Guide for Faculty"¹³ and disseminate the revised paper upon its adoption in fall 2025.

Contact: Nghiem Thai, Merritt College, Area B

3.0 Diversity and Equity

***+03.01 F22 Advancing IDEAA in Guided Pathways**

Whereas, Funds have been allocated from the California Community College Chancellor’s Office to California community colleges for Guided Pathways implementation;

Whereas, The California Community College Guided Pathways work seeks to advance equity, transform institutions, redefine readiness, and redesign supports to remove barriers and holistically support students' attainment of skills, credentials, and socioeconomic mobility¹⁴; and

¹⁰ The Draft 2024 Accreditation Standards can be found at <https://accjc.org/wp-content/uploads/Draft-Standards-Fall2022.pdf>.

¹¹ The 2014 Accreditation Standards can be found at <https://accjc.org/wp-content/uploads/Accreditation-Standards -Adopted-June-2014.pdf>.

¹² "Effective Practices in Accreditation: A Guide for Faculty" can be found at <https://www.asccc.org/sites/default/files/ASCCC%20Accreditation%20Paper%20Final.pdf>.

¹³ Ibid.

¹⁴ More information on Guided Pathways can be found at <https://www.cccco.edu/College-Professionals/Guided-Pathways>.

Whereas, A focus on helping “all” students succeed may result in minoritized student communities (African American, LatinX, Pacific Islanders, Southeast Asians, Native Americans) experiencing equity gaps not being a main focus of local Guided Pathways efforts, and California Community College Guided Pathways has featured presentations and information about Guided Pathways community college work outside of California, and has yet to feature Guided Pathways work in or from the California community colleges that centers advancing equity and/or removing barriers or improving support for minoritized students experiencing equity gaps;

Resolved, That Academic Senate for California Community Colleges encourages local academic senates to ensure that their campus’ Guided Pathways work maintains the commitment to advance equity and removing barriers for minoritized students and address these student populations’ academic and non-academic needs holistically;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to ensure that Guided Pathways professional learning robustly supports faculty to implement pedagogical practices that are Inclusion, Diversity, Equity, Anti-racism, Accessibility (IDEAA) centered; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor’s Office to identify and present California Community College Guided Pathways implementations specifically addressing the California Community Colleges Chancellor’s Office Updated Vision For Success systemwide goals¹⁵ at upcoming systemwide webinars, convenings, and events.

Contact: Adrean Askerneese, MiraCosta College, Area D

4.0 Articulation and Transfer

***04.01 F22 General Education in the California Community College System Resources**

Whereas, There are multiple general education patterns established to meet requirements for California community college students who are seeking to earn an associate degree, baccalaureate degree, or transfer eligibility;

Whereas, Policies and practices regarding general education align directly with the 10+1¹⁶ areas of the Academic Senate for California Community Colleges, including curriculum, degree and certificate requirements, standards or policies regarding student preparation and success, and require collegial consultation with local academic senates;

¹⁵ “Update To the Vision For Success: Reaffirming Equity In A Time of Recovery” Systemwide Goal #5 is “Reduce equity gaps by 40% across all [Vision For Success goal] measures by 2022, and fully close those gaps by 2027.” Source can be found at <https://www.cccco.edu/-/media/CCCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf> (see p. 6).

¹⁶ 10+1 list and title 5 reference can be found on the ASCCC website at https://www.asccc.org/10_1.

Whereas, Legislation, including AB 1460 (Weber, 2020)¹⁷ and AB 928 (Berman, 2021),¹⁸ the expansion of the California community college baccalaureate programs AB 927 (Medina, 2021),¹⁹ the new proposed California Intersegmental General Education Transfer Curriculum (CalGETC),²⁰ and the new California community colleges ethnic studies graduation requirement²¹ will require colleges to re-examine local general education policies and practices; and

Whereas, Local academic senate leaders and other practitioners look to the Academic Senate for California Community Colleges' publications to support local decisions and discussions on academic and professional matters, resources need to be up to date to reflect the current status of general education;

Resolved, That the Academic Senate for California Community Colleges develop resources such as a paper or guidebook on General Education in the California Community College System by the 2024 Spring Plenary Session.

Contact: Ty Simpson, San Bernardino Valley College, Transfer, Articulation, and Student Services Committee

***+04.02 F22 Proactive Planning and Support for Articulation and Counseling**

Whereas, Recent legislative actions including AB 1460 (Weber, 2020),²² AB 928 (Berman, 2021),²³ and AB 1111 (Berman, 2021)²⁴ have changed the landscape of general education, transfer, and articulation in California higher education;

Whereas, Articulation officers and counselors play an integral role in supporting transfer policies and practices as well as communicating locally, regionally, and intersegmentally to support students and faculty through these changes; and

¹⁷ AB 1460 (Weber, 2020): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460.

¹⁸ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

¹⁹ AB 927 (Medina, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927.

²⁰ Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

²¹ Proposed Revisions to California Code of Regulations, title 5, §55063. Minimum Requirements for the Associate Degree (Ethnic Studies Requirement) can be found on the California Community Colleges Chancellor's Office website on the Board of Governors Meeting Schedule, Minutes and Agendas page under the July 12–13, 2021 tab, agenda item 4.3 attachment located at [https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C44RX3700FBB/\\$file/revisions-to-title-5-55063-a11y.pdf](https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C44RX3700FBB/$file/revisions-to-title-5-55063-a11y.pdf).

²² AB 1460 (Weber, 2020): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460.

²³ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

²⁴ AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111.

Whereas, The introduction of the proposed California General Education Transfer Curriculum (CalGETC),²⁵ the new Ethnic Studies general education requirements (California State University), the upcoming Ethnic Studies area of the Intersegmental General Education Transfer Curriculum (IGETC),²⁶ and the introduction of Common Course Numbering will require significant time, effort, and expertise of system articulation officers and counselors;

Resolved, That the Academic Senate for California Community Colleges work with internal and external partners to support regulatory changes and provide professional learning support and guidance for local practitioners, as well as opportunities for intersegmental, regional, and statewide dialogue;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to have proactive planning discussions regarding these changes that include significant involvement of articulation officers and counselors; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with local administrators and collective bargaining agents to support additional time and personnel, as needed, to plan for and enact these systemwide transfer and articulation changes.

Contact: Ty Simpson, San Bernardino Valley College, Area D

7.0 Consultation with the Chancellor's Office

07.01 F22 Comprehensive Title 5 Revision to Align Associate Degree General Education with the AB 928-required General Education Pathway

Whereas, The Intersegmental Committee of Academic Senates created and recommended the proposed California General Education Transfer Curriculum (CalGETC)²⁷ that meets the requirements of AB 928 (Berman, 2021)²⁸ for a “singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California”;

²⁵ Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

²⁶ Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum Version 2.3 can be found at https://icas-ca.org/wp-content/uploads/2022/06/IGETC_STANDARDS-2.3_02June2022-Final.pdf.

²⁷ Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

²⁸ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

Whereas, The California Community Colleges Curriculum Committee drafted revisions²⁹ to the language of the California Code of Regulations, title 5, §§ 55060–55064 for the associate degree during the 2021–2022 academic year, yet the specific minimum requirements for general education within an associate degree have not undergone a thorough nor holistic review and update in over 20 years;

Whereas, Recent legislation such as AB 705 (Irwin, 2017),³⁰ AB 927 (Medina, 2021),³¹ AB 928 (Berman, 2021),³² and AB 1705 (Irwin, 2022),³³ and feedback during the 2022 Academic Senate for California Community Colleges Curriculum Institute make it clear that it is time for a comprehensive review and update of the California community college general education requirements in California Code of Regulations, title 5, §55063, and that alignment with the AB 928 (Berman, 2021) requirement of a “singular lower division general education pathway” will streamline and clarify general education pathways to be more easily understood by students, college staff, and the community; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) drafted a general education pathway³⁴ for the associate degree in alignment with the proposed California General Education Transfer Curriculum (CalGETC)³⁵ consistent with the current general education requirements and additional requirements as stated in California Code of Regulations, title 5, §55063, and collected feedback August through September of 2022 via a survey on “Proposing a GE Pattern” that was disseminated broadly through the ASCCC listservs and posted on the ASCCC website home page;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to amend California Code of Regulations, title 5, §55063(c) and §55063(d) with the Proposed General Education Pathway for the Associate Degree³⁶ so that the requirements align with the “singular lower division general education pathway” resulting from AB 928 (Berman, 2021)³⁷; and

²⁹ Proposed revisions to California Code of Regulations, title 5, §§55060–55064 may be found on the *California Community Colleges Associate Degree title 5 Comments* survey page in the “Introduction and Contact Page” at <https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments>.

³⁰ AB 705 (Irwin, 2017): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705.

³¹ AB 927 (Medina, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927.

³² AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

³³ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705.

³⁴ Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

³⁵ Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

³⁶ Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

³⁷ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the California Community Colleges Chancellor's Office to include any new amendments of California Code of Regulations (CCR), title 5, §§ 55063 along with the proposed amendments to CCR, title 5, §§ 55060–55064 by the California Community Colleges Curriculum Committee³⁸ and bring to the ASCCC 2023 Spring Plenary Session for consideration by the ASCCC delegates.

Contact: LaTonya Parker, Executive Committee

***07.02 F22 Support Revisions to Lower Division General Education Requirements for California Community College Baccalaureate Degrees**

Whereas, Resolution S22 9.03³⁹ called for the Academic Senate for California Community Colleges to work with the California Community Colleges Chancellor's Office to develop a lower division general education pathway specific to California community college baccalaureate degree programs;

Whereas, Current California community college baccalaureate degree students are required to complete either the Intersegmental General Education Transfer Curriculum (IGETC) (34 units) or CSU General Education Breadth (CSU GE Breadth) (39 units) lower division general education patterns as determined locally,⁴⁰ which are both in excess of the 27 lower division (36 total general education units less 9 upper division general education units) general education units required for accreditation by the Accrediting Commission for Community and Junior Colleges⁴¹;

³⁸ Proposed revisions to California Code of Regulations, title 5, §§55060–55064 may be found on the *California Community Colleges Associate Degree title 5 Comments* survey page in the “Introduction and Contact Page” at <https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments>.

³⁹ Resolution S22 9.03 Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs: <https://asccc.org/resolutions/develop-lower-division-ge-pathway-ccc-baccalaureate-degree-programs>.

⁴⁰ *California Community Colleges Baccalaureate Degree Pilot Program Handbook* (2016) found at https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Pilot-Program/Files/CCC16_BA-Degree-Pilot-Program_Final_HiRez.pdf?la=en&hash=AE1555C1CFC4D74370C37EAF77F5C3329A6B12A4.

⁴¹ Accrediting Commission of Community and Junior Colleges. *Informational Webinar: Baccalaureate*. 27 April 2016. page 10. Accessed 30 Sep 2022 at https://asccc.org/sites/default/files/2022-09/ACCJC_Webinar_Baccalaureate_04_27_2016%20%281%29.pdf; *ACCJC Guide to Institutional Self-Evaluation, Improvement, and Peer Review* (August 2022) found at <https://accjc.org/wp-content/uploads/Guide-to-Institutional-Self-Evaluation-Improvement-and-Peer-Review.pdf>.

Whereas, The baccalaureate degree lower division general education pattern being proposed⁴² was vetted in its first form, which was consistent with current associate degree requirements in California Code of Regulations, title 5, §55063(c)(d), plus the additional units required for the lower division general education of baccalaureate degrees, by baccalaureate degree programs (BDP), BDP articulation officers, and attendees at the baccalaureate degree breakout session at the 2022 Curriculum Institute, and then adjusted for alignment with the proposed singular lower division general education pathway required by AB 928 (Berman, 2021)⁴³ and proposed associate degree revisions; and

Whereas, Delegates are being asked to support a holistic realignment and revision of the general education required by California Code of Regulations, title 5, §55063 to align it with the proposed California General Education Transfer Curriculum (CalGETC) pattern required by AB 928 (Berman, 2021),⁴⁴ and students would benefit from alignment of all three lower division general education patterns;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to incorporate the proposed lower division general education pattern for California community college baccalaureate degrees⁴⁵ into the Baccalaureate Degree Handbook and, as appropriate, into California Code of Regulations, title 5.

Contact: Cheryl Aschenbach, Executive Committee

07.03 F22 Model the Common Course Numbering System and Processes after C-ID

Whereas, The governor of California approved AB 1111 (Berman, 2021)⁴⁶ Common Course Numbering on October 6, 2021, requiring the California Community College system to “adopt a common course numbering system for all general education requirement courses and transfer pathway courses”;

Whereas, The legislature declared in AB 1111 (Berman, 2021)⁴⁷ that “C-ID provides a mechanism to identify comparable courses and is a critical step to developing a student-facing common course numbering system”;

⁴² Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

⁴³ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

⁴⁴ Ibid.

⁴⁵ Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

⁴⁶ AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111.

⁴⁷ Ibid.

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback from faculty statewide via a survey on the ASCCC website homepage⁴⁸ as requested during the ASCCC 2022 Curriculum Institute ranging from support to concern about the details; and

Whereas, Previous iterations of common course numbering in California have demonstrated that faculty participation and support are integral to the success and implementation of a common course numbering system as demonstrated by the Academic Senate for California Community Colleges' established and functioning C-ID Course Identification Numbering System⁴⁹ that primarily leverages faculty to drive curricular changes;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers and the California Community Colleges Chancellor's Office to establish a common course numbering system as required by AB 1111 (Berman, 2021)⁵⁰ and to establish processes that are modeled after the established and functioning C-ID Course Identification Numbering System.⁵¹

Contact: Eric Wada, Executive Committee

***07.04 F22 Establishing an Effective and Sustainable Zero Textbook Cost Program**

Whereas, California Education Code §78052⁵² states that community colleges must “[d]evelop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented,” suggesting that the California Community Colleges Chancellor's Office should discourage colleges from employing unsustainable mechanisms to establish degrees such as buying textbooks for students or implementing automatic billing or inclusive access that may cause financial and psychological trauma to students;

Whereas, The Academic Senate for California Community Colleges recognizes that open educational resources (OER) are “the preferred and most sustainable mechanism for eliminating course costs”⁵³ and that it should “work with the California Community Colleges Chancellor's Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that Zero Textbook Cost (ZTC) resources will remain current and relevant beyond the 2027-reporting deadline established in California Education Code §78052,”⁵⁴ thereby showing the faculty commitment to ZTC and OER sustainability; and

⁴⁸ “Submit Input on Common Course Numbering Implementation” form located at <https://asccc.org/content/submit-input-common-course-numbering-implementation>.

⁴⁹ *C-ID/TMC/AD-T Handbook* located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/C-ID%20TMC%20ADT%20Handbook%20F2022%20%281%29.pdf>.

⁵⁰ AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111.

⁵¹ *C-ID/TMC/AD-T Handbook* located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/C-ID%20TMC%20ADT%20Handbook%20F2022%20%281%29.pdf>.

⁵² California Education Code §78052: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78052.

⁵³ Resolution F21 03.05 Zero Means Zero Textbook Cost: <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>.

⁵⁴ Resolution S22 07.02 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program: <https://www.asccc.org/resolutions/ensure-sustainability-zero-textbook-cost-degree-program>.

Whereas, The California Community Colleges Chancellor’s Office must follow California Education Code §78052 in implementing the Zero Textbook Cost Program, but the law does not prohibit or discourage consultation or partnership with the Academic Senate for California Community Colleges in designing and implementing the program;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge the California Community Colleges Chancellor’s Office to consult and partner with ASCCC in designing and implementing California Education Code §78052⁵⁵ to ensure the practicality, feasibility, and viability of the Zero Textbook Cost Program.

Contact: Julie Bruno, Open Educational Resources Initiative

+07.05 F22 Incorporating Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) Principles Explicitly into Title 5, §53200

Whereas, It is stated in California Education Code §70902(b)(7) that “the governing board of each district shall establish procedures to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards”⁵⁶;

Whereas, There is no explicit mention of or focus on inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) principles, referred to as diversity, equity, inclusion, and accessibility (DEIA) by the California Community College Chancellor’s Office and Board of Governors, in California Code of Regulations, title 5, §53200,⁵⁷ outlining faculty authority in 10+1 academic and professional matters;

Whereas, The California Community Colleges Chancellor’s Office Call to Action⁵⁸ and the Center for Urban Education report, “California Community College Student Equity Plan Review: A Focus on Racial Equity,”⁵⁹ both cite the necessity and urgency of examining racism through self-inquiry and in systemic barriers; and

⁵⁵ California Education Code §78052:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78052.

⁵⁶ California Education Code §70902(b)(7):

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article.

⁵⁷ California Code of Regulations, title 5, §53200. Definitions.

[https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

⁵⁸ California Community Colleges Chancellor’s Office Call to Action can be found at <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-famil>.

⁵⁹ “California Community College Student Equity Plan Review: A Focus on Racial Equity” can be found at <https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review+A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf>.

Whereas, The purview of local academic senates is to provide recommendations with respect to 10+1 academic and professional matters outlined in California Code of Regulations, title 5, §53200⁶⁰ regulations and the systemic institutionalization of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) is critical to faculty expertise;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise California Code of Regulations, title 5, §53200 titled "Definitions," where the local academic senate and its purview are defined, to explicitly include inclusion, diversity, equity, anti-Racism, and accessibility (IDEAA) in each of the 10+1 academic and professional matters, or as an eleventh item to the current ten academic and professional matters, totaling 11+1;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to facilitate a diverse taskforce, formed using anti-racist, inclusive, and transparent methods to determine the specific language to revise California Code of Regulations, title 5, §53200⁶¹; and

Resolved, That the Academic Senate for California Community Colleges work to include guidance and multiple examples in future publications, webinars, and other resources of how local academic senates can infuse cultural responsiveness, equity-mindedness,

Contact: Mitra Sapienza, City College of San Francisco, Area B

+07.06 F22 Action Plan for Increasing Library Staffing in Accordance with Title 5

Whereas, Instructional support faculty are not hired at an appropriate level and the student to non-instructional faculty ratio (based on the type of position) varies greatly and are generally not in line with the Academic Senate for California Community Colleges recommendations and California Code of Regulations, title 5 language⁶²;

Whereas, California community college libraries are not staffed in accordance with California Code of Regulations, title 5, §58724,⁶³ which sets forth the minimum staffing levels for certificated and classified staffing in libraries and media centers, and libraries are required to have a certificated librarian on staff during all hours the library is open; and

⁶⁰ California Code of Regulations, title 5, §53200. Definitions.

[https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

⁶¹ Ibid.

⁶² See ASCCC paper titled "The Role of the Library Faculty in the California Community College, p. 20 found at https://asccc.org/sites/default/files/Role_of_Library_Faculty.pdf.

⁶³ Code of Regulations, title 5, §58724:

[https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

Whereas, “Librarians are central to education as they provide a safe and inclusive environment for students to bring questions about their courses, explore new ideas, and learn to become information literate in a quickly changing world,”⁶⁴ and research indicates library resources and instruction are related to improved student success and retention;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to advocate for an action plan to reach district compliance with the library staffing minimum standards set forward in California Code of Regulations, title 5, §58724.⁶⁵

Contact: Teresa Mendes, Clovis Community College, Area A

+07.07 F22 Establish Title 5 Regulations on Counselor to Student Ratios

Whereas, Counseling and instruction are equal partners in the education of community college students, more than at any other level of education⁶⁶;

Whereas, The Academic Senate for California Community Colleges Resolution S03 7.01⁶⁷ adopted a report stating the counselor to student ratio should be determined by using the number of hours counselors are available to serve the broad needs of the general student population and not solely on MIS (management information system) data, which indicates the number of counseling faculty in the California Community Colleges system but does not distinguish between counseling faculty who provide direct counseling to students and those who are reassigned to other activities (see ASCCC paper “Consultation Council Task Force on Counseling”⁶⁸);

Whereas, Coordination time to implement student support programs and services is essential and equally important to provide students with comprehensive counseling services⁶⁹; and

⁶⁴ See ASCCC paper titled “The Role of the Library Faculty in the California Community Colleges, p. 2 found at https://www.asccc.org/sites/default/files/Role_of_Library_Faculty.pdf.

⁶⁵ Code of Regulations, title 5, §58724: [https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&origin=attributionContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&origin=attributionContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

⁶⁶ “National Committee for Appraisal and Development of Junior College Student Personnel Programs” (1965). *Carnegie Report*, found at <https://files.eric.ed.gov/fulltext/ED013065.pdf>.

⁶⁷ Resolution 7.01 S03 Adoption of the Consultation Council Task Force Report on Counseling: <https://www.asccc.org/resolutions/adoption-consultation-council-task-force-report-counseling>.

⁶⁸ The ASCCC paper “Consultation Council Task Force on Counseling” (Spring 2003), p.14 found at https://www.asccc.org/sites/default/files/publications/ConsultationCouncil_0.pdf.

⁶⁹ *Ibid*, p.8.

Whereas, California Code of Regulations, title 5, §51018⁷⁰ articulates the regulations for California community colleges to provide comprehensive counseling services for students, and California Code of Regulations, title 5, §55520⁷¹ defines the components minimally required for student matriculation services provided by counseling faculty, all of which contribute to student success and completion;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the California Community Colleges Chancellor's Office to advocate for the creation of California Code of Regulations, title 5 language that defines the minimum number of counseling faculty required based on the ASCCC's recommended counselor to student ratio (1:370)⁷² and support implementation.

Contact: Teresa Mendes, Clovis Community College, Area A

***+07.08 F22 Establishing Consistent Definitions for Course Resources**

Whereas, Provisions of the Higher Education Opportunity Act require each institution of higher education receiving federal financial assistance to “disclose, on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule”⁷³;

Whereas, California Education Code §66406.9 requires that California community colleges “clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students”⁷⁴ and California Education Code §78052 defines zero-textbook-cost degrees as “community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies”⁷⁵;

⁷⁰ California Code of Regulations, title 5, §55518:

[https://govt.westlaw.com/calregs/Document/I5F26D4234C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F26D4234C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

⁷¹ California Code of Regulations, title 5, §55520:

[https://govt.westlaw.com/calregs/Document/I64F816234C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I64F816234C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

⁷² The ASCCC paper “Consultation Council Task Force on Counseling” (Spring 2003), p.17 found at

https://www.asccc.org/sites/default/files/publications/ConsultationCouncil_0.pdf.

⁷³ Pinhel, R. (2008). *Higher education opportunity act of 2008*. <https://www.cga.ct.gov/2008/rpt/2008-R-0470.htm>.

⁷⁴ California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

⁷⁵ California Education Code §78052: <https://codes.findlaw.com/ca/education-code/edc-sect-78052/>.

Whereas, California Code of Regulations, title 5, §59402 states that required instructional materials “means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course”⁷⁶ establishing “instructional materials” as inclusive of textbooks, supplemental materials, and course supplies required to achieve course objectives but not included in the federal requirement of the costs required to be displayed in an institution’s Internet course schedule; and

Whereas, Discussions regarding approaches to minimizing the costs associated with attending college and legislation related to course cost transparency should clearly differentiate between the costs of textbooks and supplemental materials (the focus of the Higher Education Opportunity Act, California Education Code § 66406.9,⁷⁷ and California Education Code §78052⁷⁸ and course supplies;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to ensure that the phrase “instructional materials” is defined as textbooks, supplemental materials, and course supplies, a more inclusive definition than that employed in the Higher Education Opportunity Act’s cost transparency requirements, California Education Code §66406.9⁷⁹ no-cost section marking requirement, and the California Education Code §78052⁸⁰ definition of zero-textbook-costs.

Contact: Michelle Pilati, Rio Hondo College, Area C

***+07.09 F22 Clarify Components of XB12, the Instructional-Material-Cost Section-Level Data Element**

Whereas, The Academic Senate for California Colleges advocated to establish a course section data element that, at a minimum, differentiates between sections requiring the purchase of a textbook or other instructional materials including those requiring purchase of an access code and all instances when a printed resource is required and not provided, those sections that are zero textbook cost (ZTC) due to the use of no-cost open educational resources, those that are ZTC but the resources have a cost that is not passed on to students, those that use no textbook, and those that are low-cost as defined locally (Resolution S21 11.02)⁸¹;

⁷⁶ California Code of Regulations, title 5, §59402: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-10-community-college-administration/subchapter-7-instructional-materials/section-59402-definitions>.

⁷⁷ California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

⁷⁸ California Education Code §78052: <https://codes.findlaw.com/ca/education-code/edc-sect-78052/>.

⁷⁹ California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

⁸⁰ California Education Code §78052: <https://codes.findlaw.com/ca/education-code/edc-sect-78052/>.

⁸¹ Resolution S21 11.02 Advocate for Development of a ZTC Data Element: <https://asccc.org/resolutions/advocate-development-ztc-data-element>.

Whereas, XB12, Instructional-Material-Cost section level data element, was added to the California Community Colleges Management Information System Data Element Dictionary⁸² for implementation in summer 2022;

Whereas, While the XB12 Instructional-Material-Cost data element, as introduced, is aligned with the intent of Resolution S21 11.02,⁸³ components of it are open to interpretation and important distinctions have not been made, including code A (section has no associated instructional material), which is intended for those sections that have no required instructional materials, code B (section uses only no-cost open educational resources), which inappropriately presumes that the only no-cost resources are open educational resources and that all open educational resources are no cost, and code D (section has low instructional material costs as defined locally) which presumes that there is a common understanding of what it means to establish a low-cost definition locally; and

Whereas, The Academic Senate for California Community Colleges encourages colleges to implement a mechanism for identifying course sections that employ low-cost course materials because efforts to substantially decrease the costs of course materials should be recognized (Resolution F17 13.01⁸⁴) and recognizing the need for an alternative to the legislated zero-cost designation (California Education Code §66406.9⁸⁵), some colleges and districts have implemented a low-cost designation with low-cost being defined as below a locally specified dollar amount;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office clarify that XB12 code A is to be used when a course section has no required instructional materials;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to modify the XB12 data element codes to differentiate between those sections that use no-cost open educational resources and those that use other no-cost resources; and

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to clarify that "low instructional materials costs as defined locally" refers to a locally established cost threshold that must not be exceeded.

Contact: Michelle Pilati, Rio Hondo College, Area C

⁸² California Community Colleges Management Information System Data Element Dictionary can be found at <https://webdata.cccco.edu/ded/xb/xb12.pdf>.

⁸³ Resolution S21 11.02 Advocate for Development of a ZTC Data Element: <https://asccc.org/resolutions/advocate-development-ztc-data-element>.

⁸⁴ Resolution F17 13.01 Recognition of Course Sections with Low-Cost Course Material Options: <https://asccc.org/resolutions/advocate-development-ztc-data-element>.

⁸⁵ California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

***+07.10 F22 Title 5 Regulations Governing Catalog Rights**

Whereas, California community college district catalog rights are governed by contract law, as stated in Chancellor’s Office Legal Opinion 09-04, which states that “(c)atalog rights are based in contract law and students can enforce the catalog rights only against the original college. . . . [and] colleges are authorized to grant additional rights to students on a permissive basis,”⁸⁶ thus permitting the establishment of district-based catalog rights policies and procedures not subject to any standards established in regulations approved by the California Community Colleges Board of Governors;

Whereas, Catalog rights are intended to protect students from changes in program requirements by affording them to complete such requirements based on any catalog in force while they are in attendance at a college, yet the current lack of statewide regulations governing the existing catalog rights policies and procedures established by California community college districts results in the inconsistent, and potentially inequitable, application of catalog rights for students who attend colleges between districts who are likely not aware that inconsistencies in catalog rights policies and procedures may delay or prevent them from completing their educational goals in a timely manner; and

Whereas, The California State University (CSU) Board of Trustees has long established through California Code of Regulations, title 5, §40401 (which was last amended December 4, 1984) uniform catalog rights requirements for the entire CSU system that are applicable to any “undergraduate student remaining in attendance in regular sessions at any California State University campus, at any California community college, or any combination of California community colleges and campuses of The California State University”⁸⁷;

Resolved, That the Academic Senate for California Community Colleges assert that uniform statewide standards for catalog rights that remove unnecessary barriers to students seeking to complete their educational goals are essential for improving student success and ensuring equitable outcomes for students; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor’s Office and appropriate system partners to research possible alternatives for crafting California Code of Regulations, title 5 that establish minimum requirements for catalog rights for all California community colleges that remove unnecessary and inequitable barriers to completion for all California community college students, and report their findings and recommendations at the Spring 2023 Plenary Session.

Contact: John Freitas, Los Angeles Community College District, Area C

⁸⁶ Chancellor’s Office Legal Opinion 09-04 can be found at <https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/2009-04-opinion-application-of-catalog-rights-to-new-degree-requirements-a11y.pdf?la=en&hash=5F9E0ACB70E3D0779F8688E6811F871CAB957585>.

⁸⁷ California Code of Regulations, title 5, §40401
[https://govt.westlaw.com/calregs/Document/I56AABD734C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I56AABD734C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

***+07.11 F22 Determining When Pre-transfer English and Mathematics Meets the Needs of a Defined Student Population**

Whereas, The Academic Senate for California Community Colleges resolved to support the right of any student to choose to take pre-transfer-level English or mathematic courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education⁸⁸;

Whereas, The Academic Senate for California Community Colleges resolved to oppose AB 1705 (Irwin, 2022) [Resolution 06.03 Upholding the California Community College Mission—Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended] unless specified amendments were enacted to protect the mission and serve the students of the California community colleges, including that “placement and enrollment of students in a transfer-level English or mathematics course should not prevent students from enrolling in a pretransfer-level English or mathematics course when a student determines a course fulfills their academic needs”⁸⁹;

Whereas, In response to amendments suggested by the Academic Senate for California Community Colleges, the Faculty Association of California Community Colleges, and other faculty leaders, AB 1705 (Irwin, 2022) was amended to include the following reaffirmation of the importance of pretransfer-level English and mathematics for the mission of the California community colleges: "Pretransfer-level mathematics and English courses may be appropriate to meet the needs of a defined student population in order to achieve the broader community college mission or if these courses are shown to be the best option to help students progress toward their academic goals"⁹⁰; and

Whereas, The Standing Orders of the California Community Colleges Board of Governors provide that “the advice and judgment of the Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter,”⁹¹ and determining whether pretransfer-level mathematics and English courses may be appropriate to meet the needs of a defined student population is an academic and professional matter as it pertains to “curriculum, including establishing prerequisites and placing courses within disciplines” and “standards or policies regarding student preparation and success”⁹²;

⁸⁸ Resolution S22 06.04 Students’ Right to Choose to Take a Pre-Transfer Level English or Mathematics Course: <https://asccc.org/resolutions/students-right-choose-take-pre-transfer-level-english-or-mathematics-course>.

⁸⁹ Resolution 06.03 Upholding the California Community College Mission—Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended: <https://asccc.org/resolutions/upholding-california-community-college-mission-oppose-ab-1705-irwin-2022-april-9-2022>.

⁹⁰ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705.

⁹¹ Procedures and Standing Orders of The Board of Governors, California Community Colleges (July 2022) can be found at <https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/Procedures-and-Standing-Orders/july-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=9E4EEC96C433281D9FCD44C60D52A1BF5889CD8C> (see p. 42).

⁹² California Code of Regulations, title 5, §53200, Definitions. <https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&BoriginationContext=documenttoc&transitionType=CategoryPageItem&contextData=%28sc.Default%29&transitionType=Default&contextData=%28sc.Default%29&bhcp=1>.

Resolved, That the Academic Senate for California Community Colleges shall work with the California Community Colleges Chancellor's Office and the Board of Governors by providing its advice and judgment in the formation of state policies and related implementation guidance for determining whether pretransfer-level mathematics and English courses may be appropriate to meet the needs of a defined student population in order to achieve the broader community college mission.

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

***+07.12 F22 Re-evaluating the California Promise Grant Regulations regarding Probation, Dismissal, and Denial**

Whereas, The California community colleges are open-access institutions dedicated to serving all in their communities who desire access to higher education opportunities;

Whereas, The current California Code of Regulations, title 5, §§55031–55034 on probation and dismissal⁹³ require that districts place struggling students on either academic or progress probation, which require the loss of the California Promise Grant (formerly known as the Board of Governors Fee Waiver) after two consecutive primary terms on probation (California Code of Regulations, title 5, §58621⁹⁴), and may require dismissal after three consecutive primary terms on probation; and

Whereas, Unlike the disciplinary actions of suspension and expulsion, which are rooted in reasonable expectations for student conduct, the actions of probation, dismissal, and removal of eligibility for the California Promise Grant (formerly known as the Board of Governors Fee Waiver) are punitive actions not related to violations of student conduct codes that are antithetical to the values and mission of the California Community College system;

Resolved, That the Academic Senate for California Community Colleges support suspending and ultimately repealing the current regulatory requirements established in California Code of Regulations, title 5, §58621⁹⁵ that California Promise Grants (formerly known as the Board of Governors Fee Waiver) be denied to students who are on academic or progress probation for more than two consecutive primary terms; and

⁹³ California Code of Regulations, title 5, §§55031–55034

[https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6240BE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6240BE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)).

⁹⁴ California Code of Regulations, title 5, §58621

[https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

⁹⁵ Ibid.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to re-evaluate the necessity of the non-disciplinary actions of subjecting students to probation, dismissal [California Code of Regulations (CCR), title 5, §§55031–55034⁹⁶] and denial of the California Promise Grants (formerly known as the Board of Governors Fee Waiver, CCR, title 5, §58621⁹⁷), and instead identify non-punitive alternatives that truly support student success and align with the values and mission of the California Community College system, and report its findings and any recommendations at the 2023 Spring Plenary Session.

Contact: John Freitas, Los Angeles Community College District, Area C

9.0 Curriculum

***09.01 F22 Removing Barriers to the Adoption of Open Educational Resources**

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to establish mechanisms to encourage faculty to consider open educational resources (OER) when developing or revising courses and to document the use of OER on the course outline of record (Resolution S19 09.05⁹⁸);

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to collaborate with other constituencies to integrate open educational resources into their colleges' guiding resources, including institutional goals, educational master plans, equity plans, accreditation institutional self-evaluation reports, board policies, and administrative procedures or regulations (Resolution S21 13.01⁹⁹);

Whereas, The technologies employed to manage curriculum and specify course resources may discourage or prevent specification of an open educational resource on the course outline of record or complicate resource identification by requiring the provision of an international standard book number (ISBN) or a copyright date; and

⁹⁶ California Code of Regulations, title 5, §§55031–55034:

[https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6240BE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6240BE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)).

⁹⁷ California Code of Regulations, title 5, §58621:

[https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

⁹⁸ Resolution S19 09.05 Support the Development of Open Educational Resources (OER):

<https://asccc.org/resolutions/support-development-open-educational-resources-oer>.

⁹⁹ Resolution S21 13.01 Institutionalizing Open Educational Resources:

<https://www.asccc.org/resolutions/institutionalizing-open-educational-resources>.

Whereas, The 2022 Standards, Policies and Procedures for Intersegmental General Education Curriculum Version 2.3¹⁰⁰ states that textbooks “must be identified in the Course Outline of Record (COR) and published within seven years of the course submission date or clearly identified as a classic in the COR,” a requirement that is also found in the Course Identification Numbering System (Submitting Course Outlines for C-ID Designation A Guide for Articulation Officers ¹⁰¹);

Resolved, That the Academic Senate for California Community Colleges support removing the requirement of an international standard book number (ISBN) and a copyright date from all curriculum and articulation processes when open educational resources are specified; and

Resolved, That the Academic Senate for California Community Colleges request that the Intersegmental Committee of Academic Senates review and revise as necessary the "IGETC Standards, Policies and Procedures" to remove any requirements that act as barriers to the use of open educational resources.

Contact: Michelle Pilati, Open Educational Resources Initiative

13.0 General Concerns

***+13.01 F22 Prioritize Countering the Effects of Learning Disruption with COVID-19 Recovery Block Grant**

Whereas, Multiple reports indicate that, since 2020, the COVID-19 pandemic has caused learning loss and educational disruption that have resulted in alarming declines in K-12 student mathematics and English scores, chronic absenteeism, lack of student engagement, and mental health challenges, negatively affecting student success and exacerbating longstanding equity gaps¹⁰²;

¹⁰⁰ Standards, Policies and Procedures for Intersegmental General Education Transfer Curriculum Version 2.3 is located on the Intersegmental Committee of Academic Senates website found at https://icas-ca.org/wp-content/uploads/2022/06/IGETC_STANDARDS-2.3_02June2022-Final.pdf.

¹⁰¹ Submitting Course Outlines for C-ID Designation A Guide for Articulation Officers is located on the C-ID website on the Articulations Officers tab under the section titled Submitting Course Outlines for C-ID Designation found at https://c-id.net/articulation-officers#courseoutlines_CID.

¹⁰² Esquivel, P. and Blume, H. (September 2, 2022). Worst national reading and math scores in decades show large pandemic-fueled equity gaps. *Los Angeles Times*. <https://www.latimes.com/california/story/2022-09-02/worst-reading-and-math-scores-in-decades-fueled-by-pandemic>.

Reading and mathematics scores decline during COVID-19 pandemic. NAEP Long-Term Trend Assessment Results: Reading and Mathematics. *The Nation's Report Card*. <https://www.nationsreportcard.gov/highlights/ltt/2022/>.

Educational Recovery Now: LA's Children and Schools Need a Comprehensive Plan-2021. (2022). *Great Public Schools Now*. <https://gpsnla.org/educationalrecoverynow/>.

Whereas, The Academic Senate for California Community Colleges has urged all stakeholders to address COVID-19 related learning disruption to provide all students with access to a community college education by offering adequate math and English courses to serve the needs of all students, especially those who have been disproportionately impacted by the pandemic (Resolution F19 20.01 Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption¹⁰³);

Whereas, The 2022–2023 state budget provides \$650 million in one-time funding to establish the California Community College COVID-19 Recovery Block Grant, with the intention that funds are used for activities that directly support community college students and mitigate learning losses related to the impacts of the COVID-19 pandemic (see California Community Colleges Chancellor’s Office, Memo Number: FS22-10 California Community College COVID-19 Recovery Block Grant¹⁰⁴); and

Whereas, Local districts shall engage in collegial consultation with local academic senates on “policies regarding student preparation and success” and “processes for institutional planning and budget development” (California Code of Regulations, title 5, §53200. Definitions¹⁰⁵);

Resolved, That the Academic Senate for California Community Colleges urges local academic senates to engage in collegial consultation with their districts to prioritize countering the effects of learning disruption in the budgeting of their COVID-19 Recovery Block Grant funds.

Contact: Angela Echeverri, Los Angeles Community College District, Area C

***+13.02 F22 Updating Codes of Conduct to Support Safe and Welcoming Classrooms and Learning Spaces in a Politically Charged Climate**

Whereas, A safe and welcoming academic environment in the classroom and learning spaces is essential for student engagement, dialogue and success;

Whereas, The politically charged climate in California and across the nation as a whole has encouraged subjective and often aggressive responses, especially to conversations and efforts around anti-racism and equity, including in our classrooms where such responses are more often targeted at women of color, disrupt teaching, and threatening safe classroom environments and learning spaces;

¹⁰³ Resolution F19 20.01 Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption: <https://asccc.org/resolutions/improve-math-and-english-outcomes-expanding-access-and-addressing-covid-19-related>.

¹⁰⁴ California Community Colleges Chancellor’s Office, Memo Number: FS22-10 California Community College COVID-19 Recovery Block Grant, found in the 2022-23 California Community Colleges Compendium of Allocations and Resources at <https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/2022-23-Compendium-of-Allocations-and-Resources/2022-Compendium-of-Allocations-and-Resources-August-2022-Final---ADA-Fixes.pdf?la=en&hash=5F87F0F5CD008C31E64270BF38A20DE270E10711> (see p. 78).

¹⁰⁵ California Code of Regulations, title 5, §53200. Definitions: [https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

Whereas, Many colleges may currently have procedures in place to address disruptions, such as racelighting¹⁰⁶ and discriminatory behavior, and faculty may not be familiar with those policies, and in some cases those procedures have not been revisited or revised in a way to address issues related to racelighting and discriminatory behavior exacerbated by the current political climate; and

Whereas, College administrators can demonstrate strong support for safe and welcoming classrooms as well as for faculty's efforts to engage in difficult conversations around advancing anti-racism and mitigating discrimination by ensuring that a well-developed and well-publicized policy addressing disruptions in classroom and learning spaces is in place;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their college administrators and student governments to revisit, and, if necessary, revise/update their code of conduct policies to protect all constituents against racelighting and discriminatory behavior as well as revise/update procedures dealing with disruptions in the classroom and other learning spaces and develop a plan to ensure that faculty are aware of them; and

Resolved, That the Academic Senate for California Community Colleges develop resources beginning in spring of 2023 such as a toolkit, position paper, or *Rostrum* articles in order to support the efforts of local academic senates to maintain safe, welcoming classroom environments and learning spaces to promote up-to-date and well-publicized codes of conduct and procedures for discriminatory disruptions and racelighting.

Contact: Manuel Velez, Executive Committee, Area D

15.0 Intersegmental Issues

***15.01 F22 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC¹⁰⁷**

Whereas, AB 928 (Berman, 2021)¹⁰⁸ requires the Intersegmental Committee of Academic Senates establish a "singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California" by May 31, 2023;

¹⁰⁶ Wood, L. and Harris, F. (February 12, 2021). Racelighting: a prevalent version of gaslighting facing people of color. *Diverse Issues in Higher Education*.
<https://www.diverseeducation.com/opinion/article/15108651/racelighting-a-prevalent-version-of-gaslighting-facing-people-of-color>.

¹⁰⁷ Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

¹⁰⁸ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

Whereas, The Intersegmental Committee of Academic Senates (ICAS) formed a special committee on AB 928 (Berman, 2021) consisting of representatives from ICAS, system administrators, articulation officers, and students that created and recommended the California General Education Transfer Curriculum (CalGETC)¹⁰⁹ that meets the requirements of AB 928;

Whereas, The Academic Senate for California Community Colleges, the Academic Senate of the California State University, and the Academic Senate of the University of California are vetting the proposed CalGETC among faculty within each system during fall 2022 to gather intersegmental support for and to inform the final determination of the “singular lower division general education pathway” required of the Intersegmental Committee of Academic Senates; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback May through September of 2022 on the proposed California General Education Transfer Curriculum (CalGETC) via a survey that was disseminated broadly through the ASCCC listservs and posted on the ASCCC website home page;

Resolved, That the Academic Senate for California Community Colleges endorse the proposed California General Education Transfer Curriculum (CalGETC)¹¹⁰ and urge that the California State University (CSU) change the “Lifelong Learning and Self-Development” area to serve as a CSU graduation requirement instead of restricting it to a CSU upper division general education requirement.

Contact: Virginia "Ginni" May, Executive Committee

***+15.02 F22 Options for Transfer Students Enrolled Prior to the Implementation of CalGETC**

Whereas, The Student Transfer Achievement Reform Act of 2021, AB 928 (Berman, 2022)¹¹¹ requires that “a singular lower division general education pathway,” be established to be used by California community college students intending to transfer to either the California State University or the University of California, which replaces the current California State University General Education Breadth (CSU GE-B) and Intersegmental General Education Transfer Curriculum (IGETC) general education patterns effective the 2025—2026 academic year, and proposed to be known as the California General Education Transfer Curriculum (CalGETC);

¹⁰⁹ Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

¹¹⁰ Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

¹¹¹ AB 928 (Berman, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB928.

Whereas, Students enrolled at California community colleges prior to the implementation of the singular lower division general education pathway, proposed to be known as the California General Education Transfer Curriculum (CalGETC), may only be aware of the California State University General Education Breadth (CSU GE-B) and Intersegmental General Education Transfer Curriculum (IGETC) general education patterns, and therefore have based their expectations for meeting transfer requirements based on their knowledge and understanding of CSU GE-B and IGETC requirements; and

Whereas, The California State University and University of California systems are responsible for establishing policies and regulations for admitting students transferring from the California community colleges;

Resolved, That the Academic Senate for California Community Colleges work with its Academic Senate of the California State University and Academic Senate of the University of California partners to ensure that students enrolled at California community colleges prior to the implementation of the singular lower division general education pathway, proposed to be known as the California General Education Transfer Curriculum (CalGETC),¹¹² are provided flexibility of options for meeting lower division general education requirements for transfer so that no otherwise qualified community college transfer student is denied admission to the California State University or the University of California.

Contact: John Freitas, Los Angeles Community College District, Area C

***+15.03 F22 Local Academic Senate Proposals for Transfer Model Curriculum for Associate Degrees for Transfer**

Whereas, The passage of SB 1440 (Padilla, 2010) and SB 440 (Padilla, 2013)¹¹³ established the Associate Degree for Transfer (ADT) and requirements for colleges to adopt ADTs for every local associate degree which matched ADT majors;

Whereas, The policies, procedures, and guidelines governing the identification and creation of new Transfer Model Curricula (TMC),¹¹⁴ including discipline selection, and on which the Associate Degrees for Transfer are based, are established and implemented by the Intersegmental Curriculum Workgroup (ICW)¹¹⁵ and only allow ICW to initiate TMC development through Faculty Discipline Review Groups (FDRGs)¹¹⁶ established and overseen by

¹¹² Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

¹¹³ SB 1440 (Padilla, 2010): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=200920100SB1440 and SB 440 (Padilla, 2013): http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_0401-0450/sb_440_bill_20130912_enrolled.html.

¹¹⁴ The ICW document "Transfer Model Curriculum (TMC) Development Guidelines" can be found at https://www.c-id.net/cms-uploads/cms/TMC_Development_Guidelines_June_16_2013_FINAL.doc.

¹¹⁵ All ICW policies are available at <https://www.c-id.net/page/1>.

¹¹⁶ The ICW document "TMC Development – An Overview of Discipline Selection" is available at https://www.c-id.net/cms-uploads/cms/TMC_Development-An_Overview_of_Discipline_Selection-June_2_2015.doc.

ICW, but do not allow for TMC development to be initiated through proposals submitted by local academic senates; and

Whereas, The lack of a mechanism allowing for local academic senates to submit proposals for the creation of new Associate Degrees for Transfer means that potentially valuable insights into curricular trends, and the interests and needs of students, may not be fully considered or understood;

Resolved, That the Academic Senate for California Community Colleges support empowering local academic senates to submit proposals for the creation of new Transfer Model Curriculum; and

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Curriculum Workgroup to draft revisions to its policies, procedures, and guidelines in order to permit local academic senates to submit proposals for the creation of new Transfer Model Curriculum, which is the foundation of Associate Degree for Transfer, and report its recommendations by the 2023 Fall Plenary Session.

Contact: Mickey Hong, Los Angeles City College, Area C

***+15.04 F22 Establish an Equitable California State University General Education Breadth Ethnic Studies Area F Review Process**

Whereas, AB 1460 (Weber, 2020)¹¹⁷ required the California State University to institute, “as an undergraduate graduation requirement, the completion of, at minimum, one 3-unit course in ethnic studies, as specified”¹¹⁸;

Whereas, California community colleges are the custodians of the California State University General Education Breadth pattern¹¹⁹ and annually submit course proposals to the California State University Chancellor’s Office for Ethnic Studies Area F inclusion, a requirement students can fulfill by completing a 3-unit course;

Whereas, The implementation of AB 1460 (Weber, 2020)¹²⁰ by the California State University Chancellor’s Office resulted in an inconsistent and flawed process for California State University General Education Breadth Ethnic Studies Area F review of the four disciplines which make up Ethnic Studies; and

¹¹⁷ AB 1460 (Weber, 2020): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460.

¹¹⁸ Ethnic Studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans.

¹¹⁹ CSU GE Breadth pattern can be found at <https://www.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/academic-preparation/pages/eo-1100-and-1110-policy-changes.aspx>.

¹²⁰ AB 1460 (Weber, 2020): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460.

Whereas, Numerous approvals and denials of California community college (CCC) courses proposed for Ethnic Studies Area F inclusion occurred due to a discrepancy between the information from the California Community College Chancellor's Office (CCCCO) and the California State University General Education Breadth Ethnic Studies Area F policy in the June 29, 2022, memorandum stating CSU GE-B Requirements indicates "courses that are approved to meet this requirement shall meet at least 3 of the 5 the [sic] following core competencies,"¹²¹ where the CCCCCO June 29, 2022, memorandum ESS 22-300-011, titled "Ethnic Studies Course Certification for CSU GE Breadth Area F," under the header "Guidance for Effective Ethnic Studies Course Approval" indicates "the ethnic studies core competencies (at least 3 of 5) must be listed (verbatim) within the Course Outline of Record (COR) as stated in CSU GE Breadth Policy"¹²²;

Resolved, That the Academic Senate for California Community Colleges partner with the California State University Chancellor's Office, California Community College Ethnic Studies Faculty Council, and the California State University Ethnic Studies Taskforce to work toward establishing a well-structured, equitable Ethnic Studies Area F review process with integrity, appropriate guidelines, timelines, and qualified reviewers from the California State University and the California Community Colleges in each of the four Ethnic Studies disciplines; and

Resolved, That the Academic Senate for California Community Colleges partner with the California State University Chancellor's Office and the California Community Colleges Ethnic Studies Faculty Council to facilitate Ethnic Studies Area F reviewer training to ensure the appropriate awareness of and adherence to the law, policies, and procedures, which govern the California community college curriculum, are applied during the Ethnic Studies Area F review process.

Contact: Thekima Mayasa, San Diego Mesa College, Area D

17.0 Local Senates

17.01 F22 Establishing an Equitable Placement and Student Success Liaison

Whereas, After the passage of AB 705 (Irwin, 2017),¹²³ the November 2020 California Community Colleges Chancellor's Office "Validation of Practices Memo"¹²⁴ clarified specific guidance on how community colleges are to place students in English and mathematics, directing them in most cases to place students directly into transfer level English and mathematics;

¹²¹ CSU GE Breadth Requirements can be found in Executive Order 1100 at <https://calstate.policystat.com/policy/8919100/latest/#autoid-zvggy>.

¹²² This Chancellor's Office memorandum was sent in email and cannot be located on the CCCCCO website; see the memorandum located in ASCCC Resolutions shared folder at https://drive.google.com/file/d/1g9Hbf_KP6Noh_H7h2bBFXe4npYd7h2N-/view?usp=sharing.

¹²³ AB 705 (Irwin, 2017): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705.

¹²⁴ California Community Colleges Chancellor's Office Memorandum (November 13, 2020). ESS 20-300-009. Equitable Placement (AB 705) Validation of Practices Data Reporting located at

Whereas, AB 1705 (Irwin, 2022)¹²⁵ may result in additional California Community Colleges Chancellor’s Office guidance on “limit[ing] the use of multiple measures and the enrollment into noncredit coursework by colleges in the placement and enrollment of students . . . [and] establish[ing] those placement regulations to achieve the placement goal . . . and prohibit[ing] a community college district or community college from recommending or requiring students to enroll in pretransfer level English or mathematics coursework, except under specified circumstances”¹²⁶;

Whereas, Disruptions to learning during the pandemic have resulted in significant declines in California K-12 student performance in English and mathematics in 2021, where “about half of all California students tested did not meet state standards in English language arts and about two-thirds did not meet standards in math. The scores of Black, Latino and economically disadvantaged students were significantly lower, with more than 60% not meeting English standards and about 80% not meeting math standards” and “about 40% of 11th graders” in California not meeting grade standards in English¹²⁷; and

Whereas, California community college faculty would benefit from sharing of ideas and strategies on how to ensure that all students, especially from communities identified as experiencing equity success gaps, succeed in not only passing transfer level English and mathematics after direct placement into those courses, but also would ensure successful attainment of student educational goals;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify one or more teaching and/or counseling faculty members supporting students in placement into mathematics and English courses to act as Equitable Placement and Student Success Liaison(s); and

Resolved, That the Academic Senate for California Community Colleges support communication with the California Community Colleges Chancellor’s Office and the California Community Colleges Curriculum Committee for input by the Equitable Placement and Student Success Liaisons on academic and professional matters focused on equitable placement practices and student support strategies per California Code of Regulations, title 5, §53200.¹²⁸

Contact: Davena Burns, San Bernardino Valley College, Relations with Local Senates Committee

<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5fc58b022dd96f5918ab5cbd/1606781700931/ess-20-300-009-ab-705-validation-of-practices-a11y.pdf>.

¹²⁵ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705.

¹²⁶ *TrackBill*. California AB1705. Retrieved 19 Sept. 2022 from <https://trackbill.com/bill/california-assembly-bill-1705-seymour-campbell-student-success-act-of-2012-matriculation-assessment/2209058/>.

¹²⁷ Esquivel, P. (7 Jan. 2022) First comprehensive data in two years show big academic setbacks for California students. *Los Angeles Times*. Retrieved from <https://www.latimes.com/california/story/2022-01-07/california-students-suffered-major-academic-setbacks-last-year-data-shows>.

¹²⁸ California Code of Regulations, title 5, §53200 refers to academic and professional matters commonly known as the 10+1.

+17.01.01 Amend 17.01 F22 Establishing an Equitable Placement and Student Success Liaison

Amend the first Resolved

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify one or more ~~teaching and/or counseling~~ faculty members supporting students in placement into mathematics, English as a Second Language/English for Speakers of Other Languages, and English courses to act as Equitable Placement and Student Success Liaison(s); and

Contact: Gabriel Martinez, Berkeley City College, Area B

***17.02 F22 Textbook Automatic Billing Concerns**

Whereas, Automatic billing or inclusive access strategies have been introduced by publishers and bookstore vendors as a mechanism to grant students access to course resources by billing them for those resources at the time of registration and requiring that a student opt out of the program for all courses if the student determines the program is not beneficial;

Whereas, Inclusive access strategies may be cost-effective in educational settings where students are primarily full-time and efforts to contain textbook costs have been without impact, but such an approach to establishing a zero textbook cost pathway would be inherently unsustainable and inconsistent with the California Education Code §78052¹²⁹ funding the Zero-Textbook-Cost Degree Grant Program;

Whereas, When the implementation of inclusive access requires students to pay a per unit fee for their resources, these costs may exceed the actual costs of the required resources, misleading students to believe they are saving money or putting the burden on the students to opt out if the arrangement is not financially beneficial; and

Whereas, Inclusive access has come under scrutiny for the challenges it creates for students, such as opt out mechanisms that are unclear or have unrealistic deadlines, implementations where access is temporary, and affordability for some students, as well as approaches that limit faculty academic freedom to choose the best resources for their students;

Resolved, That the Academic Senate for California Community Colleges oppose the use of inclusive access strategies and other approaches that maintain reliance upon commercial publishers, as such mechanisms are not consistent with the intent and requirements of the Zero-Textbook-Cost Degree Grant Program of California Education Code §78052¹³⁰; and

¹²⁹ California Education Code §78052:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78052.

¹³⁰ California Education Code §78052:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78052.

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to critically evaluate proposals to employ inclusive access as a means to decrease student costs, with an emphasis on ensuring that savings are being realized and that options for opting out are clear and explicit.

Contact: Michelle Pilati, Open Educational Resources Initiative

***+17.03 F22 Using Zero Textbook Cost Funds to Support an Open Educational Resource/Zero Textbook Costs Faculty Coordinator**

Whereas, The Academic Senate for California Community Colleges has urged local academic senates to identify an open educational resources (OER) liaison (Resolution F18 17.02)¹³¹ and subsequently encouraged local colleges to identify and support a faculty OER coordinator because various opportunities for obtaining funding for local OER efforts require that a coordinator be identified to oversee the work and significant increases in OER usage are reported when a local advocate has dedicated time to support OER adoption (Resolution S19 13.02)¹³²;

Whereas, The Academic Senate for California Community Colleges Open Educational Resources Initiative (OERI) has established and supported a statewide network of OER Liaisons who facilitate OER-related communication between the colleges and the Academic Senate for California Community Colleges but who may not be locally supported to serve as OER coordinators who would engage in activities above and beyond those of OER Liaisons;

Whereas, Resolution S16 09.09¹³³ asserted the primacy of faculty in curricular decisions regarding degree and program developments, including zero textbook cost (ZTC) degrees and emphasized the need to ensure that the primacy of faculty is retained by including the local academic senate's approval of the development of such degrees, and Phase 1 of the ZTC Program is composed of grants in the amount of \$20,000 awarded to the 115 accredited degree-granting California community colleges to plan the development and implementation of a ZTC degree or certificate program, an endeavor that requires faculty leadership and the support of administration and staff; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) recognizes open educational resources (OER) as the preferred and most sustainable mechanism for eliminating course costs (Resolution F21 03.05),¹³⁴ positioning the ASCCC OER Initiative and local OER Liaisons to advocate for OER to be the focus when implementing the Zero Textbook Cost Program;

¹³¹ Resolution F18 17.02 Establish Local Open Educational Resources Liaisons:

<https://asccc.org/resolutions/establish-local-open-educational-resources-liaisons>.

¹³² Resolution S19 13.02 Support for Faculty Open Educational Resources Coordinators:

<https://asccc.org/resolutions/support-faculty-open-educational-resources-coordinators-0>.

¹³³ Resolution S16 09.09 Z-Degrees and Faculty Primacy: <https://asccc.org/resolutions/z-degrees-and-faculty-primacy>.

¹³⁴ Resolution F21 03.05 Zero Means Zero Textbook Cost: <https://asccc.org/resolutions/zero-means-zero-textbook-cost>.

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to consult with their Open Educational Resources Liaisons when developing their Zero Textbook Cost Program plans;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administrations and other appropriate college constituencies to establish a faculty coordinator position that plays a leadership role with respect to the local implementation of the Zero Textbook Cost Program and may serve as the college's Open Education Resources Liaison; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with their administrative colleagues to use a portion of the Zero Textbook Cost Program funds to support a faculty coordinator who leads the college's open educational resources and Zero Textbook Cost Program efforts.

Contact: Michelle Pilati, Rio Hondo College, Area C